DOCUMENT RESUME

ED 422 249 SO 029 153

AUTHOR Lucchino, Ronald

TITLE A Realistic View of Aging: A Model for Teaching Future Generations. Final Report.

INSTITUTION Utica Coll., NY. Inst. of Gerontology.
PUB DATE 1997-08-07
NOTE 36p.
AVAILABLE FROM Institute of Gerontology at Utica College, 1600 Burrstone Rd., Utica New York 13502-4892; telephone: 315-792-3253.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Age Differences; *Aging Education; *Aging (Individuals); Developmental Stages; Educational Change; Elementary Secondary Education; *Gerontology; Older Adults; Social Studies

ABSTRACT

This final project report examines how to successfully develop a national approach for the infusion of aging content into the K-12 grade curricula. As the U.S. society is "graying," the students in schools should be exposed to aging information on the increasing responsibilities for the care of aging family members with a realistic view of their own aging process. The project participants met in Washington, D.C. to discuss the challenge and implications for groups representing professional teachers' organizations at all education levels, state and local administrators, aging programs representatives, and textbook publishers. The goals established by the working groups are discussed in light of specific recommendations and strategies for change. (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 422 249

TITLE: A REALISTIC VIEW OF AGING: A MODEL FOR TEACHING FUTURE GENERATIONS

RRF GRANT ID #: 96-95

SPONSORING ORGANIZATION: Institute of Gerontology at Utica College

PROJECT DIRECTOR: Ronald Lucchino, Ph.D.
Utica College
1600 Burrstone Rd.
Utica, New York 13502-4892

Tel: - 315-792-3253

DATES OF PROJECT: July 1, 996-June 30, 1997

DATE OF REPORT: August 7, 1997

TYPE OF REPORT: FINAL

SO 029 153

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Ronald Lucchino

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EXECUTIVE SUMMARY

Goal - To conduct a one-day strategic planning meeting with national professional teachers' associations to determine how to successfully develop a national approach for the infusion of aging content into the K-12th grade school curricula.

Objectives - An advisory committee was formed to help in the planning for the one-day meeting (see appendix 1 for composition of committee). The committee met four times in Washington to review the goal and objectives from the grant and to set the agenda for the meeting. The goal was agreed upon but the original objectives described in the grant were expanded to include not just in-service training but the total process of infusion.

a. to invite 30 national educational associations that represent elementary and secondary school teachers, community colleges, colleges offering aging programs, state and local administrators, and textbook publishers.

b. to determine how professional teachers' organizations were able to use their networks at the state and local levels to successfully infuse national issues into the K- 12 grades curricula at the local school district levels.

c. to determine how this approach can be used to infuse aging into the K-12 grade curricula.

d. to reach a consensus as to what must be included in this infusion of aging.

e. to obtain a commitment from the professional teachers' associations to use their networks for the infusion of aging.

Methodology - The advisory committee set the date for the one-day conference on May 19, 1997 from 9:00 a.m.-4:00 p.m. in Washington D.C. at the American Association of Retired Persons (AARP) . Four meetings were held to:

- develop the list of potential participants, resource people and agencies to be invited (see appendix 2),
- set the agenda and format of conference (see appendix 3),
- set the anticipated outcomes of the conference based on the objectives

The Institute of Gerontology and the National Academy for Teaching and Learning about Aging coordinated the advisory meetings, the invitations and, with the cooperation of the AARP, the conference. The list of participants was an active list with names suggested by the participants being added. The invited participants were sent information on the background of the problem, expectations of the conference, their role and the agenda. Lodging and transportation cost was provided for those participants who were more than 100 miles from Washington.

The conference agenda and format were very instrumental in successfully achieving objectives 2, 3 and 4.

- the format in the morning had the participants describe the important issues that needed to be infused into their specific disciplines and how it was accomplished.
- the format in the afternoon was used to determine how aging content could also be infused based on their past success.
- what issues needed to be addressed for the successful infusion of aging content .

Outcomes -

a. to invite 30 national educational associations .

Thirty national educational associations were identified and invited to the planning meeting. The list of potential associations was provided by National Retired Teachers Association (AARP), National Academy for Teaching and Learning about Aging and from the Institute of Gerontology at Utica College.

NOTE -The summary of the outcomes for objectives b and c were achieved by using the format found in appendix 3.

b. to determine how professional teachers' organizations were able to use their networks

The outcomes from this session gave insight on the types of approaches each national associations network had in common for the successful infusion of specific content into the local curricula on a national basis. A summary of the three main outcomes describing the ingredient used by the participants are:

- the types of issues that were of national importance and infused successfully
- identifying the environmental forces that made the respective issues important to the different national associations
- the successful game plan used by the different associations for successful infusion

c. to determine how this approach can be used to infuse aging into the K-12 grade curricula

The outcomes from this session were based on the approaches used by the participants for their successful infusion. A summary of the three main outcomes suggested by the participants based on their experience are:

- identifying the environmental forces that make this issue important
- identifying the key stake holders that must be part of a successful implementation
- identifying the important components that must be part of a long range plan for the infusion of aging

d. to reach a consensus as to what must be included in this infusion of aging

Two outcomes were identified from this session that must be agreed upon if infusion is to be successful

e. to obtain a commitment from the professional teachers' associations

It was essential that those who participated in the program not only gave their advise and experience but that they would be willing to continue their involvement in the planning of the implementation.

NARRATIVE

PROBLEM

Society's future is in the hands of today's youth who, as the future work force, will face a challenge unique to the history of mankind, a "graying society". These future workers and their families will be facing changes in our society that will stress both the financial and manpower resources of this nation more than any other time in our history. They will experience increasing responsibilities for the care of their parents and an increasing personal cost support, yet they will have no understanding of the forces that an aging society will have on their lives.

Today, through elementary and secondary education, students can be prepared for these changes by having them understand their own aging process, that of their parents and what an aging society means.

Fifty four percent of Americans do not go beyond secondary education and of the 46% that do go on 20% do not receive a college degree. That leaves only 26% who have an associate degree (6%), bachelors (13%) or graduate degree (7%).

Only a small percentage of these 26% receive any aging education which is generally discipline specific. Therefore students who graduate from high school and most from post secondary degree programs will have little to no exposure to aging information. We must concentrate our efforts to change these attitudes in the elementary and secondary school years and not wait to develop discipline specific education at the post secondary levels. To achieve this a national cohesive approach must be developed to infuse a realistic view of aging onto the K-12th grade curricula.

SUMMARY OF ACCOMPLISHMENTS

The achieve the goal "....to determine how to successfully develop a national approach for the infusion of aging content into the K-12th grade school curricula",

the guidelines described in appendix 3 were used to determine a) the successful approaches used by the participants in infusing national issues into the curriculum of specific disciplines and b) how these approaches can be used for the infusion of aging into specific disciplines.

a. to invite 30 national educational associations .

Initially only 30 associations were identified, but during the evolution of the planning the list was expanded. Every organization that was invited accepted reflecting the awareness and willingness of the education associations to address aging education needs. There were 33 associations represented, including textbook representatives. In addition 8 resource persons were invited and accepted.

b. to determine how professional teachers' organizations were able to use their networks to incorporate national issues into local curricula

The outcomes from this session gave insight on the types of approaches each national association network had in common for the successful infusion of specific content into the local curricula on a national basis. The three main outcomes describing the ingredients used by the participants are:

1) the issues that were of national importance and successfully infused by the different participating associations into the curriculum of their specific disciplines

    1) cultural/ethnic diversity
    2) gender equity
    3) phonics
    4) computer technology
    5) inclusion of special need students
    6) sex education/HIV

2) identifying the environmental forces that made the respective issues important to the different national associations for successful implementation.

- positive:
  - effective in-service training
  - recognition of the importance of issues
  - realistic policy development
  - acceptance by professional educational organizations
  - acceptance by local/state educational departments
  - adequate resources
  - effective models for teachers to use
- negative
  - apathy of teachers, administrators and public
  - resistance to change by teachers, administrators and public
  - lack of in-service training
  - lack of adequate resources
  - attitudes of teachers and administrators
  - budget constraints
  - other competing curricula issues

3) the successful game plan used by the different associations for successful infusion

- implementation plan/timeline
  - consensus of importance and content
  - good resource materials
    - a) essential skills/knowledge
    - b) tied to national discipline standards
    - c) use of local/regional curriculum development teams
  - professional development
  - sustaining effort plan
  - accountability (performance based)
  - assessment of success
- pilots/models development
- strategy for changing behavior (buy into change)
- increase awareness of need
  - professional conferences (national/state/local)
  - grass roots development
- policy development
  - professional educational associations (local/state/national)
  - local/state educational agencies/organizations
- select disciplines with most at stake

c. to determine how this approach can be used to infuse aging into the K-12 grade curricula

The outcomes from this session were based on the approaches used by the participants for their successful infusion. A summary of the three main outcomes suggested by the participants based on their experience are:

1) identifying the environmental forces that make this issue important

DEMOGRAPHICS
- health style (quality of life)
- policy issues
  - health
    - Medicare
    - Medicaid
  - social
    - housing/transportation
    - caregivers (family)
    - home care
    - poverty
  - retirement - Social Security
  - educational policy on aging education
- economics
  - health care cost
  - retirement cost
  - poverty
  - education (professional training on geriatrics)
- political power
  - inter generation conflict
  - disproportional allocation of resources

ATTITUDES
- ageism based on misinformation, myths and stereotypic images
- age segregation
- inter generation conflict
- lack of appreciation of resources provided by the older generation

EDUCATION
- lack of knowledge concerning aging
- lack of educational direction on realistic view of aging
  - K-12 grades
  - college /university
  - health and social professional education

2) identifying the key stake holders that must be part of a successful implementation

POLICY
- federal/state educational policy makers
- board of education

EDUCATION
- students
- teachers
  - elementary/secondary
  - college/university
  - professional schools
- curricula developers
- school boards
- parents
- textbook/software publishers
- professional accreditation boards

ORGANIZATIONS
- professional educational organizations
- gerontology professional organizations

3) identifying the important components that must be part of a long range plan for the infusion of aging

EDUCATION
- determination of aging content for infusion
  - a) discipline appropriate
  - b) grade appropriate
- model for infusing aging content that is
  - a) tied to national standards
  - b) flexible to meet state mandates
- knowledge/skills standards
- models for state/local professional development
  - a) in-service training
  - b) pre-service training
- textbook/software aging content
- development of local/state educational policies on aging content infusion

INCREASE AWARENESS FOR INFUSING CONTENT
- presentations (local/state/national)
  - a) professional educational organizations
  - b) policy making organizations
- part of policy of national/state professional educational organizations

d. to reach a consensus as to what must be included in this infusion of aging

There were two important outcomes identified by the participants that are essential for successful infusion:

1). Agreement or consensus on three preliminary issues:

- the importance for the infusing of aging content
- what is the aging content to be infused (discipline and grade appropriate)
- what are the criteria to measure success of the infusion

2). A long range strategic plan that includes the following four components:

- curricula material on aging must be easily accessible
- there must be plan for the pre-service and in-service education on aging content for teachers
- there must be textbook and software resources with realistic aging content
- models must be developed as examples on how aging can be infused in curricula

e. to obtain a commitment from the professional teachers' associations

All participants were willing to continue the dialogue on the infusion on aging into their respective disciplines. A post conference letter and survey was sent out to all of the participants and all responded positively, especially to the question on their willingness to develop a structure within their organization to begin the process of infusion of aging content into their disciplines (see appendix 4).

DISSEMINATION

All participants received a letter asking for their continued involvement

(appendix 4.) The final report will be mailed to all participants as a basis for follow-up activity. The outcomes of the meeting will be presented at the Annual meeting of the Association of Gerontology in Higher Education (AGHE)), and a paper will be submitted to the Journal of Geriatric and Gerontology Education.

FOLLOW-UP

The conference was successful because it demonstrated that the approaches used by professional educational associations to infuse issues of national concern into their grade and discipline specific curricula can be used to infuse the aging agenda. The information gained from this conference will be used as the basis for developing a strategic plan for successful implementation:

1). Agreement or consensus on three preliminary issues:

- the importance for the infusing of aging content
- what is the aging content to be infused (discipline and grade appropriate)
- what are the criteria to measure success of the infusion

2). A long range strategic plan that includes the following four components:

- curricula material on aging must be easily accessible
- there must be a plan for the pre-service and in-service education on aging content for teachers
- there must be textbook and software resources with realistic aging content
- models must be developed as examples on how aging can be infused in curricula

The participants, who have agreed to continue their involvement, will be invited to serve on work groups to address the two outcomes described above. In addition, individuals who have background on developing age- infused curricula will be

invited to join the work groups. The Institute of Gerontology and the National Academy for Teaching and Learning about Aging will coordinate this effort. Funds will be solicited from private foundations to help support this national effort

RECOMMENDATION FOR FUTURE ACTIVITIES

Each work group will be charged with developing an agenda that will include their goal, objectives and activities. The type of goals that are anticipated for the work groups include:

1). Agreement or consensus on aging content and criteria to measure success of the infusion.

The work group, comprised of elementary/ secondary and college and university level gerontological educators, will:

a) determine:

- guidelines for grade and discipline aging content
- criteria for measuring success of infusion

b) select already developed successful resource materials

2). A long range strategic plan that includes the following four components:

- curricula material on aging must be easily accessible
  This work group will explore ways that age related content material can be accessible on the internet. This could include a website with a listing of resources and how to obtain them.

- a plan for the pre-service and in-service education on aging content for teachers.

  This work group will explore ways for each professional educational association to provide in-service training to their specific state associations and possible models for pre-service training.

- there must be textbook and software resources with realistic aging content

This work group will be comprised of text book and soft ware experts and gerontological educators to explore how aging content could be infused into resource materials

- models must be developed as examples on how aging can be infused into the curricula

This work group will develop models for successful implementation based on the recommendations from the work groups described above.

APPENDICES

1. ADVISORY GROUP

2. CONFERENCE PARTICIPANTS

3. CONFERENCE AGENDA & FORMAT

4. FOLLOW-UP LETTER AND QUESTIONNAIRE

APPENDIX 1

CONFERENCE - WASHINGTON, D.C.-MAY 19, 1997
PROJECT: IS OUR CURRICULUM AGING? Strategies for Change

ADVISORY GROUP

RONALD LUCCHINO, Ph.D. 315-792-3129 FAX: 315-792-3352
Director
Institute of Gerontology at Utica College
1600 Burrstone Rd.
Utica, NY 13502-4892

DONNA WAGNER, Ph.D. 202-479-6681 FAX:202-479-0735
Vice-President, Programs E Mail: donna.wagner@ncoa.org
National Council on the Aging, Inc.
409 Third St. SW-2nd Floor
Washington, DC 20024

DONNA COUPER, Ph.D. 860-621-2079 FAX: 860 -621-2989
E Mail: couper.natla@snet.net
Nat'l Academy for Teaching & Learning About Aging
200 Executive Blvd., Suite 201
PO Box 246
Southington, CT 06489-0246

ELIZABETH DOUGLASS 202-429-9277 FAX: 202-429-6097
Executive Director E Mail: ebdougla@capaccess.org
AGHE
1001 Connecticut Ave. NW
Suite 410
Washington, DC 20036-5504

ANNETTE NORSMAN 202-434-2381 FAX: 202-434-6406
Director
National Association of Retired Teachers
601 E. Street, NW
Washington, DC 20049

CONSTANCE SWANK, Ph.D.
Director of Research Division E Mail: CSWANK@aarp.org
AARP
601 E. Street, NW
Washington, DC 20049

BRENDA SULICK 202-434-2381 or303-296-3132
Sr. Program Specialist E Mail: bsulick@aarr.org
1777 Larimer St.-Apt. 607
Denver, CO 80202

SHARON SMITH 202-434-2380
National Retired Teachers Assoc.
NRTA Activities Dept.
601 E. Street NW
Washington, DC 20049

IS OUR CURRICULUM AGING? STRATEGIES FOR CHANGE
WASHINGTON, D.C. CONFERENCE - MAY 19, 1997

QUESTIONNAIRE

NAME_____

ORGANIZATION_____

1. Is your organization still willing to participate in the ongoing planning for the infusion of aging into K-12? YES___NO___

2. If you are unable to be involved, would you be willing to find someone in your organization to be the contact person?
YES__ I will be involved
NO___ I cannot be involved.
Contact Person will be: Name_____

Organization_____

Address_____

Phone_____FAX:_____

e mail_____

3. During our meeting it was determined that we need a list of national organizations that you are affiliated with or who you feel should be made aware of this project. Would you please list those organizations with address and contact person.

a. Name_____Phone_____

Organization_____

Address_____City,State Zip_____

b. Name_____Phone_____

Organization_____

Address_____City,State Zip_____

c. Name_____Phone_____

Organization_____

Address_____City,State Zip_____

MORE ON BACK.....

4. a. Do you think it possible to begin to develop a structure within your organization that would begin to look at aging content within your discipline area? This could be a committee, an ad hoc or whatever your organizational structure permits. YES_____NO_____

b. If YES
Name of Contact Person_____Phone_____

Address_____City, State,Zip_____

APPENDIX 2

IS OUR CURRICULUM AGING? STRATEGIES FOR CHANGE
WASHINGTON CONFERENCE-MAY 19, 1997

CONFIRMED

	PHONE#	E MAIL #	FAX #	LETTER SENT
WAYNE CARLEY, Ph.D. Executive Director National Assoc. of Biology 11250 Roger Bacon Dr. #19 Reston, VA 22090	703-471-1134	wcarley@aol.com	703-435-5582	TU-12/9/96
JULIA SHEPHERD, Chief Program Improvement Branch Division of Adult Education Literacy U.S. Dept. of Education 600 Independence Ave. SW Washington, DC 20202-7420	202-205-9685	julia_sheperd@ed.gov	202-205-8973	TU-12/9/96
TOM REED, Executive Director American School Health Assoc. 7263 State Rte. 43 PO box 708 Kent, Ohio 46260	330-678-1601	treed@ashaweb.org	330-678-4526	TU-12/9/96 Reimb.letter-2/3/97
MARTHAROSE F. LAFFEY Executive Director National Council for the Social Studies 3501 Neward St. NW Washington, DC 20016-3167	202-966-7840	ncssexdrr@aol.com	202-966-2061	TU-12/9/96
DAVID G. IMIG Chief Executive Officer American Assoc. of Colleges for Teachers Education One Dupont Circle-Suite 610 Washington, DC 20036-1186	202-293-2450	dgi@aacte.nche.edu	202-457-8095	TU-12/9/96

	PHONE#	E MAIL#	FAX#	LETTER SENT
KAY HOLLIDAY National Assoc. of Elementary School Principals Bells Mills Elementary School 8225 Bells Mills Rd. Potomac, MD 20854	301-469-1046	no e mail	301-469-1060	TU 12/9/96
cc: Samuel G. Sava, Ph.D. Executive Director National Associatio of Elementary School Principals 1615 Duke St. Alexandria, VA 22314-2483	703-684-3345	naesp@naesp.org	703-548-6021	
CLARA CLAYCOMB, Ph.D. Director, Policy Clearinghouse National Assoc. of State Boards of Education 1012 Cameron St. Alexandria, VA 22314	703-684-4000	CarlaC@nasbe.org	703-836-2313	TU-12/9/96
BOB J. STAHL (Nat'l Council for Social Studies) Professor, Div. of Curriculum and Instruction Arizona State University Box 871911 Tempe, AZ 85287-1911	602-965-7101	rjstahl@asu.edu	602-732-0440	TU- 12/9/96 Reimb.Letter-2/3/97 Reply: 2/20-double May 18 & 19th
SUE KAMP,Dir. of Education Market Software Publishers Assoc. 1730 M Street NW, Suite 700 Washington, DC 20036	202-452-1600 x354	skamp@spa.org		TU-12/19/96 (no survey)
BECKY SMITH, Ph.D. Director, American Assoc. for Health Ed. 1900 Association Dr. Reston, VA 20191-1599	703-476-3437	aahe@aahperd.org	703-476-6638	TU-12/19/96

	PHONE#	E MAIL#	FAX#	LETTER SENT
JUDY YOUNG, Ph.D. Exec. Direc., National Assoc. For Sports and Physical Education 1900 Association Dr. Reston, VA 20191-1599	703-476-3412	email jyoung@ aahperd.org	703-476-8316	TU-12/19/96
JAMES SNYDER, Asst. Division Chief National Assoc. of State Textbook Adm. W. Virginia Dept. of Education 1900 Kanawha Blvd.-Bldg. 6, Room 318 Charleston, WV 25305	304-558-2691	jsnyder@access.k12.wv.us	304-558-0048	TU-12/19/96
DON ADCOCK, Acting Director American Assoc. of School Librarians' American Library Assoc. 50 East Huron St. Chicago, IL 60611	312-944-6780 800-545-2433 x4385	dadcock@ala.org	312-664-7459	TU-12/19/96 Reimb.Letter-2/3/97
RICK BLAKE, V-P School Association of American Publishers, Inc. 71 Fifth Ave. New York, NY 10003-3004	212-255-0200	rblake@publishers.org	212-255-7007	TU-12/19/96 Reimb.letter-2/3/97
ELIZABETH VOLARD, Sr. Vice-Pres. National Council on Economic Education 1140 Avenue of Americas New York, NY 10036	800-338-1192	evolard@eaglobal.org	202-730-1793	TU-12/19/96 Reimb.letter-2/3/97
MARILY DE WALL, Associate Executive Director for Administration National Science Teachers Assoc. 1840 Wilson Blvd. Arlington, VA 22201-3000	703-312-9259	mdewall@nsta.org	703-243-7177	TU-12/19/96
DANIEL W. MERENDA, Exec. Dir. National Assoc. of Partners in Education 901 North Pitt St.-Suite 320 Alexandria, VA 22314	703-836-4880	NAPEhq.NAPEhq.org	703-836-6941	TU letter-2/7/97

SHARON GLASSCOCK, Head State Adm. in Virginia National Assoc. of Family and Consumer Sciences (Replaced Peggy Wild)		sglassco@pen.K12.va.us		Reimb.Letter-2/3/97
MARILYN KUCERA (Resource) NYS Dept. of Education Occupational and Career Development 89 Washington Ave.-Room 320B Albany, NY 12234	518-474-5506	mkucera@vml.nysed.dov	518-474-0319	TULetter-2/7/97 Reimb.Letter-2/3/97
ROBERT LEOS, Ph.D., Director (resource) (instructional materials) Textbook Admnistration Texas Education Agency Wm. B. Travis Bldg. 1701 N. Congress Ave. Austin, TX 78701-1494	512-463-9603	rleos@tmail.tea.state.tx.us		
CAROL BOSTON, Outreach Coord. ACCESS ERIC Dept. Educational Res. Infor.Ctr. 1600 Research Blvd. Rockville, MD 20850	301-251-5038	cboston@aspensys.com	301-309-2084	per Donna C.
TODD CRENSHAW, Organizational Spec. National Education Assoc. 1201 16th St., NW Washington, DC 20036-3290	202-822-7125	TCRENSHAW@nea.org	202-822-7624	per Donna C.
CLARA LAWSON-HOLMES Ed Program Specialist Achievement, Curriculum and Assessment OERI, Room 512 555 New Jersey Ave. NW Washington, DC 20208				
DR. WANDA GILL, President Diverse Educational Solutions, Inc. 12138 Central Ave., #118 Mithcellville, MD 20721	Invited by Margaret Dixon	301-249-7314		301-390-9113

	PHONE	e Mail	FAX	
MS. MARCIA L. OSBORN, President Colorado Retired School Personnel Assoc. 2536-22nd Ave. Greeley, CO 80631	Invited by AARP 303-756-7897			
BARBARA ZAHN, Ph.D. President-Elect Colorado Retired School Personnel Assoc. 1721 Columbine Dr. Franktown, CO 80116	Invited by AARP			
BETSY SPROUSE MS. AMY GOYER, Intergen.Specialist HUGH O'CONNOR, Research Division JOHN FEATHER Andrus Foundation-AARP 601 E. St. NW Washington, DC 20049	Invited by AARP			
DAVID MEANEY, Ph.D. County Superintendent Sacramento Cty. Office of Education 9728 Lincoln Vlg. Dr. Sacramento, CA 95827	916-228-2229	dmeaney@sac-co.k12.ca.us	916-228-2403	
SUSAN GARIN National Association of School Psychology 4340 E. W. Highway - Suite 402 Bethesda, MD 20814				

APPENDIX 3

AGENDA

IS OUR CURRICULUM AGING? STRATEGIES FOR CHANGE

AARP HEADQUARTERS,Washington, DC
MAY 19, 1997

8:30 - 9:00 a.m.	Registration/Continental Breakfast
9:00-9:30 a.m.	Introduction **Constance Swank**, Director of Research Division-AARP
	Purpose of conference **Ronald Lucchino**, Director of the Institute of Gerontology at Utica College
	Presentation of Resource Persons - **Ronald Lucchino**
9:30-10:00 a.m.	A Look in the Books: Identifying Needs **Donna Couper**, Nat'l Academy for Teaching & Learning About Aging
10:00-10:15 a.m.	BREAK
10:15-11:30 a.m.	Group Reflections - **Constance Swank**
11:30-11:45 a.m.	Introduction to Exhibits - **Donna Couper**
11:45-1:15 p.m.	LUNCH/ Resources Exhibit Hall
1:15-1:30 p.m.	"Why Teach About Aging?" **Margaret Dixon**, President, AARP
1:35-1:55 p.m.	Work Groups for Strategies for Change **Constance Swank**
2:00-3:00 p.m.	Group Sharing of Strategies for Change
3:00-3:30 p.m.	Determination of Common Threads **Constance Swank**
3:30-4:00 p.m.	Next Steps - **Ronald Lucchino**
4:00 p.m. - 5:00 p.m.	President's Reception **Hosted By: Margaret Dixon**

Plans for Bringing Aging to the K-12 Curriculum

Directions for Participants

Working alone for about 20 minutes, create a draft gameplan for infusing aging into the K-12 curriculum. Keep in mind the successful models of curriculum change discussed this morning, but use your imagination and professional insights, too. Answer the following questions if you can using the table below to capture your ideas:

- What environmental forces undergird the need for such curriculum? Why press for change now?
- Who are the key stakeholders (decisionmakers or implementors) in bringing aging into the K-12 curriculum?
- How would you convince them to act on this issue? Identify key strategies to reach each stakeholder audience?
- What resources (financial, people, technical, subject) will be needed to bring about this curriculum change? How would you get them?

Environmental Forces Driving Change	Key Stakeholders	Strategies to Reach Stakeholders	Resources Needed/Sources

Once you have completed your individual drafts, share them informally with others in your small group. Compare notes and highlight areas where your plans are similar (common stakeholders, strategies, motivating forces) and where they are different (unique strategies, environmental forces). Be prepared to share your best-thinking across these questions with the larger group.

Successful Models of Curriculum Change

Directions for Participants

Drawing on your experiences in the educational arena, recall a time when there was a significant infusion of new subject matter into a K-12 curriculum. Describe this curriculum change for us as well as your memory will allow. Use the form below to organize your response.

- What was the subject matter? What was the time period?
- What were the environmental forces working for and against the infusion of this subject matter into the K-12 curriculum?
- Who were the key stakeholders affecting the infusion of this subject matter? Who played key influencial or decisionmaking roles in the decision to adopt the new curriculum? Who played those roles in the capacity to deliver the new curriculum?
- What process or gameplan ensured the success of this curriculum change? Were there pivotal events? Key strategies employed? Essential resources available or developed?

Subject Matter/Time	Environmental Forces (+/-)	Key Stakeholders	Gameplan/Events/ Resources

Implications for Planning for Aging Infusion

Directions to Participants

Reflecting on the day, please consult with others in your small group and answer the following questions. Record your perspectives using the table below and be prepared to share your best-thinking with the entire group.

- What are the major conclusions you would draw concerning our capacity to infuse aging into the K-12 curriculum in the near future?
- Are there some issues we must address before others?
- Are there major strategies that hold greater promise than others? Why?
- What are the next critical steps to take in moving this agenda forward?

Capacity to Succeed	Primary Issues to Address	Promising Strategies	Next Critical Steps

June 12, 1997

Don Adcock, Acting Director
American Assoc. of School Librarians
American Library Association
50 E. Huron St.
Chicago, IL 60611

Dear Don:

Thank you for joining us in Washington, D.C. on May 19, 1997 for the meeting,"IS OUR CURRICULUM AGING? STRATEGIES FOR CHANGE.We felt that the meeting was very productive with a lot of information shared.

We are now in Phase 2 in which we will begin to develop a series of strategic planning steps. Your continued support is very important in assuring the success of this project.

In order to inform us of what your commitment can be, we are asking if you could please complete and return the enclosed survey in the return envelope. We will send you a copy of the final report as soon as it is completed.

Again, from Donna, myself and AARP, thank you for your time, interest, and participation.

Sincerely,

Ronald Lucchino, Ph.D.
Director, Institute of Gerontology

vp
Enc.

IS OUR CURRICULUM AGING? STRATEGIES FOR CHANGE
WASHINGTON, D.C. CONFERENCE - MAY 19, 1997

QUESTIONNAIRE

NAME_____

ORGANIZATION_____

1. Is your organization still willing to participate in the ongoing planning for the infusion of aging into K-12? YES___NO___

2. If you are unable to be involved, would you be willing to find someone in your organization to be the contact person?
YES__ I will be involved
NO___ I cannot be involved.
Contact Person will be: Name_____

Organization_____

Address_____

Phone_____FAX:_____

e mail_____

3. During our meeting it was determined that we need a list of national organizations that you are affiliated with or who you feel should be made aware of this project. Would you please list those organizations with address and contact person.

a. Name_____Phone_____

Organization_____

Address_____City,State Zip_____

b. Name_____Phone_____

Organization_____

Address_____City,State Zip_____

c. Name_____Phone_____

Organization_____

Address_____City,State Zip_____

MORE ON BACK.....

4. a. Do you think it possible to begin to develop a structure within your organization that would begin to look at aging content within your discipline area? This could be a committee, an ad hoc or whatever your organizational structure permits. YES_____NO_____

b. If YES
Name of Contact Person_____Phone_____

Address_____City, State,Zip_____